District Name: Brunswick County   **School Code: 338**   **Year: 2015-2016**
Principal's Name: Mr. Askia Kirby (akirby@bcswan.net)

School Mission: A safe learning community where children experience academic and social success daily.
School Vision: We will actively engage our students in educational experiences that will prepare them to become lifelong learners and productive citizens.

Executive Summary:
In the fall of the 1992-1993 school year, Supply Elementary opened its doors for the very first time. The school year began with excitement and anticipation as the staff, children and community got ready to begin a journey together in the new facilities Supply Elementary School offered. Students were enrolled from Pre-Kindergarten all the way through 5th grade and they settled in under the leadership of Dr. Carolyn S. Williams. She led the school through many ups and downs and in June of 2000, she decided it was time to hang up her principal hat and begin a life of leisure.

Stepping in to fill the big shoes left by Dr. Williams was Mrs. Sharon Ward. She was looking forward to the challenges and rewards of working at Supply Elementary and was excited about the new chapter that would begin with a new principal. After two short years, she decided to move on and she became the Director of the Exceptional Children's Program for Brunswick County Schools.

After Mrs. Ward left we were led by Mrs. Carolyn D. Williams. Mrs. Williams led our school for two short years until the freedoms of retirement called her name and she left our school in June of 2004.

Dr. Dwight Willis led Supply Elementary from 2004-2012. During his tenure at here we saw many changes happen to the face of our school, the largest being the new addition of the Kindergarten wing. The new addition opened in August of 2007.

With the opening of the 2012 school year we welcomed Mrs. Kelly Andrews. Mrs. Andrews came to us from Wilson County. She brought lots of new ideas and a wonderful understanding of what was best for the children

of Supply Elementary. Sadly she needed to move closer to her home so she transferred to Belville Elementary after only one year with us.

Mr. Askia Kirby took the reigns of Supply Elementary School beginning with the 2013-2014 school year with an exciting, new perspective to continue to lead our school in the direction of excellence!

Supply Elementary School is a wonderful community of teachers, administration and students who are committed to making each and every day of school the very best it can be! The data resources that are being used to reach our goals are:

      Reading: mClass, EOG scores, EVAAS data

      Math: EOG scores, EVAAS data

      Science: EOG scores, EVAAS data

      Behavior/Safety: Positive Behavior and Intervention Supports data

Instructional Focus (include clear description of key components):

Guided Reading- In order to increase TRC (mClass) levels and EOG proficiency levels, all classroom teachers (K-5) will be trained in guided reading during staff meetings, PLCs, and County-Wide Professional Development.

Writing across the Curriculum- Through the use of journals, blogs and constructive responses, students (K-5) will be able to communicate their learning across various disciplines.

Math- Basic Math computation- Addition/Subtraction (K-2), Multiplication/Division (3-5). Students will master computation skills and math vocabulary to solve problems.

Describe why the instructional focus was selected:

Supply Elementary School's focus was selected based on a three year data trend. An analysis of school wide district common formative assessments (DCFA), EOG assessments, mClass, EVAAS, and the County Mathematics Benchmark Assessment (K-1) led to this conclusion.

In what ways can the instructional focus be observed in every classroom within the school and communicated to stakeholders?

Guided Reading-

- Small group guided lessons based on student needs/assessments on a daily basis
- Data notebooks (running records, mClass reports, teacher observation, interventions, teacher notes
- Evidence of Guided Reading in lesson plans
- Monthly professional development book study using Jan Richardson's The Next Step in Guided Reading.
- Monthly progression for the implementation of guided reading will be provided to all staff.
- Weekly peer and Administrative walk-throughs will be conducted based off of monthly progression to ensure fidelity.
- County-wide professional development will be utilized by K-2, 3-5 teachers.

Math:

- Motivational Math
- Extra Math
- Centers showing evidence of differentiated instruction
- Use of Math manipulatives, etc.
- Small group guided lessons to support math academic vocabulary and computation mastery across all grade levels.
- Professional Development provided by Math Team

Writing:

- Visual displays of student writing throughout the building
- All students in grade 3-5 will contribute to a student blog
- Use of writing journals in Math (K-5) and Science (3-5)
- Content focused mini lessons

- **Writing integrated across all disciplines**
- **Evidence of Writing in lesson plans**
- **Professional Development provided by Writing Team**

The instructional focus will be communicated to stakeholders by weekly grade newsletters, parent/teacher conferences, school web pages, progress reports, weekly phone calls.

Describe the instructional focus monitoring plan in order for staff to know if they are being successful:
The instructional focus will be monitored monthly in the School Improvement Team meetings, weekly grade level PLC meetings, frequent walk-throughs based on the progression rubric with the focus on data review and data driven instruction.

Describe staff development that will be necessary to support the implementation of the instructional focus:
-PLCs -Sharing Best Practices at faculty meetings based on instructional focus -PD provided by instructional coaches, staff and county -Jan Richardson (Guided Reading) Book Studies -Small Group Guided Math Lessons -How to effectively integrate Math Manipulatives in lessons -Model Lesson for Guided Reading, Math and writing -Letterland -mClass -Higher Order Thinking -Technology -Blog Instruction

Provide a narrative summary of your 2014-2015 student achievement results. What grade levels/subject areas/courses were areas of strength and what areas need improvement? (For those areas in need of improvement, specific strategies must be reflected in Goal 3.)

Reading for Level 3, 4 and 5: 3rd Grade Reading 59%, Math 54%; 4th Grade Reading 40%, Math 40%; 5th Grade Reading 37%, Math 37%, Science 35%

Improvements: All academic areas

Strengths: We have a nurturing faculty and staff. Our staff is Highly Qualified with diverse experiences and advanced degrees. We are implementing guided reading across the grades with fidelity. We have weekly PLC data meetings. We are building upon instructional materials and resources as well as organizing them for accessibility for all staff. For example, leveled book rooms and science closets. Our school has been a PBIS school since 2001. All stakeholders contribute to the success of our students.

Describe how your school will identify and provide interventions for students who are in need of extra academic or social/emotional support.

Based on the 2014-2015 data from attendance, discipline referrals, teacher observations and referrals, Problem Solving Team (PST) meetings, EVAAS, benchmarking, mClass, and end of grade assessments, students will be placed in an intervention group based on their individualized needs and maintain flexible grouping throughout the year. All struggling students will have a PEP in place to meet individual needs and to differentiate as appropriate. Literacy and Math coaches use push-in and pull-out models with appropriate interventions and remedial strategies. Teacher Assistants in the primary grades are providing additional guided reading groups as well as one-on-one student support. Other research based programs such as Moby Maxx, Read Naturally and RAZ Kids are utilized in classrooms and at home as appropriate. Behavior Specialist, Counselor, School Psychologist, Social Worker and School Nurse provide students with social and emotional support. They are valuable resources to all of our stakeholders.

Goal 1: Supply Elementary will decrease the number of students in ISS or OSS through positive intervention strategies using the PBIS program by at least 10% during the 2015-2016 School Year ending in the month of June. The baseline for this data was reached using the 2014-2015 discipline data.

Strategies: How will we do this?	Data-driven: Why did we select this?	Responsible/Resources: Who will lead the effort? What will we need?	Monitoring: How will we know if we are being successful?	Report of Progress:
Restructuring of discipline referral process to educate staff and create consistency across the grade levels and disciplines.	In order to maximize student instructional time and clarify teacher responsibilities this process was revised and implemented.	PBIS Team Discipline Referral Matrix PBIS monthly meetings	PBIS Team will review the data in our discipline program (Educator's Handbook) on a monthly basis to identify both positive and negative trends. Grade Level behavioral data will be presented at monthly PBIS meetings to identify students and trends.	Monthly reports will be presented to the faculty by PBIS members. Reports from Powerschool/Educators Handbook. Teacher Discipline Action Form PBIS Celebrations School Store Log
All staff will implement the PBIS system by using "Star Bucks" to reinforce positive behavior.	We selected this strategy based on our discipline data.	Supply Staff	School Store log for the number of students who purchase items and the amount that is spent	Number of "Star Bucks" collected and number of students purchasing items will be counted monthly and analyzed
The staff will implement positive reinforcement by recognizing students as model citizens, student	To take a more proactive approach to behavioral issues. This will also allow for students to see	Charles Snow- School Counselor Lucy Ganfield- Technology Specialist School Resource Officer	Analyzing ISS and OSS data results The data will be	Begin implementation of recording the number of students participating in the programs and who is

patrols, Star-Tech Troopers, Student Council, National Elementary Honor Society	positive role models in their peers	SGA Sponsors NEHS Sponsors	reviewed to ensure adequate representation of the student body.	being chosen. The data will be reviewed to check for repetition on student names.

Goal 2: Supply Elementary will increase reading growth in grades K-3 by at least 5% according to mClass Dibels data; K-3 by at least 10% according to mClass TRC data; Grades 3-5 will increase GLP by 5% according to End of Year (June) data. The baseline data is from the beginning of the 2015-2016 assessment results

Strategies: How will we do this?	Data-driven: Why did we select this?	Responsible/Resources: Who will lead the effort? What will we need?	Monitoring: How will we know if we are being successful?	Report of Progress:
The teacher will differentiate instruction using Guided Reading Groups	Increase differentiation of instruction and independent reading levels	Instructional Coaches Staff Reading Coach Jan Richardson (Guided Reading) Book Administration Leveled Book Rooms (Need) Guided Reading supplements and materials	Review of mClass and SchoolNet data in PLCs Progress Monitoring Walk Thru Data Daily Observations Informal Assessments EOG Assessments	mClass percentages each 9 weeks Progress Monitoring (results) Documentation from teacher-student conferences Walk Thru Data Journals in all contents to explain student thinking. Benchmark data
Increase reading through practice on self-selected reading material.	Current mClass, SchoolNet and EOG results	Media Coordinator Classroom Teachers Leveled Readers Reading Logs for every student	Reading Logs Daily Five (Read-to-Self/Someone) Media Circulation log Walkthroughs	Reading logs for the 2015-2016 school year. Circulation Report Walkthrough data reported out to staff during PLCs
Increase writing across the curriculum through daily practice	mClass data over the years show that our students are deficient in written responses which negatively impacts our student TRC growth	Instructional Coaches Reading Coach Classroom Teachers Administration Writing resources	mClass Data Walkthroughs Writing Centers Student writing displayed outside the classroom	mClass results reported in PLCs Student Work Samples Walkthrough data

Goal 3: Students at Supply Elementary will increase the school-wide GLP Math as determined by June 2015-2016 by 5% according to EOG data. The baseline data is from the 2014-2015 EOG results.

Strategies: How will we do this?	Data-driven: Why did we select this?	Responsible/Resources: Who will lead the effort? What will we need?	Monitoring: How will we know if we are being successful?	Report of Progress:
Math Centers within the classroom showing evidence of differentiated instruction	Provides framework and techniques for increased growth in mathematics	Staff Math Instructional Coaches Administration Professional Development	Pre and post assessments for monitoring Walkthrough Data District Common Formative Assessments	Assessment data will be reported out in PLCs Benchmark Data EOG Mathematics Results Teacher made assessment data
Utilization of math manipulatives and integration of technology	To allow for differentiation and in-depth understanding of mathematical concepts	Classroom Teachers Math Instructional Coaches Math Manipulatives Technology Facilitator Professional Development Xtra Math	Pre and post assessments for monitoring Walkthrough Data District Common Formative Assessments Xtra Math Certificates	Assessment data will be reported out in PLCs Benchmark Data EOG Mathematics Results Teacher made assessment data

Goal 4: Professional learning communities (grade level and subject-alike teams) function effectively at Supply Elementary.

Strategies: How will we do this?	Data-driven: Why did we select this?	Responsible/Resources: Who will lead the effort? What will we need?	Monitoring: How will we know if we are being successful?	Report of Progress:

PLCs will develop, plan instruction, implement and review data from CFAs	PLC surveys and minutes EOG results CFA	Team Leaders mClass PLC agendas CFAs	Submission of PLC minutes Data Notebooks Lesson Plans	PLC survey and minutes Vertical PLCs to analyze CFAs
PLCs will develop Data Notebooks to document results from CFAs for continuous improvement and goal setting	PLC surveys/minutes EOG results CFA	Team Leaders CFAs Data notebooks per teacher	Submission of PLC minutes DataNotebooks Reassessment information CFAs	Data notebooks to track progress.
PLCs will use data to plan differentiated instruction	EOG results mClass CFA EVAAS DCFA	Team Leaders Instructional Coaches Administration Data notebooks PST PEPs Literacy Coach Math Coach	PLC minutes submitted Observations Data notebooks Students increase by 2 letters on mClass MOY and EOY (TRC) Average of 70% proficiency on DCFA by students in grades 3-5	Report Cards Data notebooks 2015-2016 EOG results MOY and EOY TRC results for the 2015-2016 school year. DCFA results for the 2015-2016 school year.

Assurance	Electronic Signature/Date
The Supply Elementary 2015-2016 School Improvement Plan was presented and approved by the majority of the staff who voted on the plan in accordance with *NC General Statute § 115C-105.27 Development and approval of school improvement plan.*	

Describe the strategies in place at Supply to aid in student transitions between academic grade and school levels.
Vertical planning

PLC
PBIS

Title I Assurances (Elementary and Middle Schools)	Electronic Signature/Date
Supply Elementary completed a comprehensive needs assessment that drives all aspects of school operations.	
All instructional staff at Supply Elementary are highly qualified.	
High quality and ongoing professional development is provided for staff to address the needs of Supply Elementary.	
Strategies are in place to recruit highly qualified teachers at Supply Elementary and place them in the areas of greatest need.	
All funding sources are coordinated, integrated, and utilized by Supply Elementary.	